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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 2**

**Name / Theme or Unit: Theme and Purpose, Genre,**

**Time Frame: ~1 week**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about what characterizes a universal theme, and see how it is revealed in a variety of genres. They will make a connection to their local history reading the story “And of Clay Are We Created” and its accompanying news article. Then they will analyze how two genres of writing deal with the same event in different ways and for different purposes, but touch on similar themes. Finally, they will write their own example of a third genre with an altogether different style and purpose, and touch on this same theme. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.1. Be able to distinguish the differences between and when to use specifically literal versus figurative language.  10. 9 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic; use current events issue  10.16 Analyze the way in which a work of literature is related to the themes and issues of its time period. (e.g. From Clay We Were Created)  10.17 Develop a main idea or premise that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout the piece of writing.  10.18 Use more descriptive language, action verbs, sensory details, and modifiers in the correct places; vary language and word usage  10.36 Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. | |
| **Essential questions:**   1. What is the difference between a theme and a topic? 2. What is a universal theme? 3. What are the generic characteristics of a news article, a short story, and a poem? 4. How does an author’s purpose shape his or her choice of genre? | **Expected language:**  theme, genre, style, inform, entertain, author's purpose or intention, word choice and diction, imagery, emotionally-charged language, objective style, |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| “And Of Clay Are We Created” Textbook Questions (#1-10 p. 270)  Armero Poem Assignment (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Students will start with a discussion about the Armero tragedy and their personal connections to it. We will then view an introductory power point (attached) reviewing the concept of theme and how it relates to purpose.  Before reading the story, the students will view a short clip of some of the footage from the disaster <http://www.youtube.com/watch?v=nN87PbaQz2I&feature=related>  to give them a visual sense of the physical setting of the story.  Students will read the story “And of Clay Are We Created,” (in textbook) paying special attention to the emotional transformation of the characters and the use of figurative language to illicit emotional response from the reader. After the story, the students will discuss what the possible themes could be, and then read the accompanying news article describing the events. The students will have pauses to ensure comprehension, and to discuss the differences in language, style, and apparent purpose between the article and the story. Finally, the students will complete the questions at the end of the two readings to review the plot and write a comparison paragraph between the two (in textbook p. 270)  To apply the concepts in their writing, students will then review the concept of genre in a handout and compose a poem about the Armero Tragedy (attached). The poem will have the same theme and topic as the other two readings, but the purpose (to make the readers have an emotional response) will be different. Through sharing their work in class and receiving help from the teacher, the students will write poetry in a set pattern of rhythm and rhyme. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Assorted web images and videos  **Holt Language and Literature Text:** And of Clay are We Created, Ill-Equipped Rescuers Dig Out Volcano Victims  Teacher Created Resources | |

At the end of unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: